**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2.NBT.5 and 2.NBT.9**  **The Envision Lesson: 2-4 Addition: Adding in Any Order** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Confusing the sum and the addends.  Not understanding 3 numbers are used to create 2 number sentences. | Addend  Review Words: sum, equal, plus/add, order, number sentence |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Daily Spiral Review*  *Review: Calendar Math and Problem of the Day* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   Create a Word Web with examples/ non-examples.   1. How will you provide multiple opportunities for vocabulary to be used in context?   Students write word in their math journal using the Frayer Model. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Teacher Model (I Do): I have a train with 4 red cubes and 5 yellow cubes. What addition sentence shows how many cubes there are in all? Turn cubes around. What addition sentence shows how many cubes there are in all now?  We Do: Give children connecting cubes in 2 different colors. Make a train of 2 cubes of one color and a train of 4 cubes of another color. Connect the two trains. What addition fact do these cubes show? Turn their cubes around. What addition fact do these cubes show now?  Pair Share: One student makes a train, the other tells the addition sentence. Switch. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Teacher writes a number sentence on the board. Knowing what we just did, how can you draw a picture to represent this number sentence?  Students draw a picture to represent the number sentence. Show your picture to your partner and share what you did. When we come back together, some of you will share your partner’s idea. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Students complete student worksheet. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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